MYP moderation report

School Victoria Shanghai Academy

Subject: EXTENDED MAT. **Level:** MY **Component:** INTERNAL ASSESSMENT

June 2012 - This report should be read in conjunction with the general report for this subject.

Section A General Comments

Was the correct number of student folders submitted?
Yes

If not, was an adequate explanation given?
N/A

Was there a separate background information folder?
Yes

Was the correct distribution of comparatively good, average and comparatively weak student work included?
Yes

If not, was an adequate explanation given?
N/A

Were the prescribed minimum tasks included?
Yes

Was the moderation checklist included?
Yes

Was the previous year's report included?
Yes

Were unit planners included?
Yes

Were the F3.1 forms completed correctly?
Yes

Was the correct number of judgments given against each criterion?
Yes

Were the same tasks included for all students?
Yes

If not, was an adequate explanation given?
N/A

Was the sample easy to follow?
Yes

Had recommendations from the previous report been followed?

All

Section B Assessment tasks

Task 1 (Please insert title)

The Bench

Brief description of the task

The students were required to design a water front bench with a canopy for the Polynomial Seating Company (PSC). They were required to use quadratic and other functions to define the shape of the bench. The bench needed to be comfortable and to protect the user against the sun and the rain.

Students were given two weeks to complete the task. Some was done in class and some for homework. Students were allowed to use Geogebra.

If a student used a function which had not been introduced to them in class in their design they were able to achieve a level 7-8.

This task was submitted for moderation last year. This task was assessed against criteria A, C and D but only A and D were submitted for moderation.

Did the design of the task allow students to reach the highest levels of the criteria?

Yes

Comments

This task was suitably assessed against criteria A and D.

Comments on the application of the assessment criteria and any change of levels

The moderation team was in agreement with all levels awarded by the teacher.

Was the background information adequate?

Yes

Task 2 (Please insert title)

Patterns in Probability

Brief description of the task

This was a one-hour probability problem-solving task done under examination conditions. It consisted of eight questions.

The students were required to investigate games where a player wins if they score two consecutive points. The students were allowed to use their graphic display calculators.

Question eight allowed students to provide justifications and/or proofs for their answer to question six.

This task was assessed against criteria B and C.

Did the design of the task allow students to reach the highest levels of the criteria?

Yes

Comments

This task was suitably assessed against criteria B and C.

Comments on the application of the assessment criteria and any change of levels

The moderation team lowered the level of Jonathan Poon from level 3 to level 2 for criterion C as he only showed a basic use of mathematical language.

The moderation team was in agreement with all the remaining awarded levels.

Was the background information adequate?

Yes

Task 3 (Please insert title)

A Special Matrix

Brief description of the task

This investigation was completed in one hour and 40 minutes under test conditions during a double-period.

Part one was a 45-minute task used to assess criterion B and it consisted of nine questions.

Part two was a 55-minute task used to assess criterion D and it consisted of seven questions.

Graphic display calculators were allowed.

Did the design of the task allow students to reach the highest levels of the criteria?

No

Comments

This task was suitable as a theoretical mathematical reflection assessing criterion D.

However, part 1, which was assessed against criterion B, did not allow students to achieve the highest levels for criterion B as students were not given the opportunity to select and apply their own problem-solving techniques. The task was too guided and hence Max(4).

Comments on the application of the assessment criteria and any change of levels

Jessi Lui and Justin Tang were both lowered from level 8 to level 4 in criterion B as the task is Max(4).

Was the background information adequate?

Yes

Task 4 (Please insert title)

Broad-based test

Brief description of the task

This broad-based test was done in one hour and 40 minutes and it covered more than three branches of mathematics: number, algebra, geometry and trigonometry, and statistics and probability.

The test was divided into four parts distributed on four bands: Part A (level 1-2), Part B (level 3-4), Part C (level 5-6), and Part D (level 7-8).

Questions 10 and 11 were indicated by the teacher as unfamiliar challenging questions for criterion A level 7-8.

The task was used to assess criteria A and C.

This broad-based test was similar to the one used for the standard mathematics (questions one to six were the same), but it included some questions assessing knowledge and understanding of extended topics like questions eight to 11 related to topics such as exponents and matrices.

Did the design of the task allow students to reach the highest levels of the criteria?

Yes

Comments

This task was suitably assessed against criteria A and C.

Comments on the application of the assessment criteria and any change of levels

The moderation team was in agreement with all levels awarded by the teacher.

Was the background information adequate?

Yes

Comments

Question four will need to be changed as indicated in the solutions.

Section C Summary of the use of the assessment criteria

Were there any discrepancies in the levels awarded?

Yes

Comments (This box is for brief general comments on any problematic criteria)

Tasks assessing criterion B should give the students enough opportunities to select and apply their own problem-solving techniques in order to achieve levels beyond level 4. Furthermore, the task should allow students to justify or prove their general rule(s) in order to achieve levels within the band 7-8.

Section D

Are there any points that must be addressed for future samples in order to comply with moderation requirements?

Yes

Points

Tasks assessing criterion B should be designed in such a way that allows students to select and apply their own problem-solving techniques to recognize patterns and generalize them.

When assessing criterion B, "assessment tasks for this criterion should be mathematical investigations of some complexity, as appropriate to the level of MYP mathematics" (See the “Mathematics assessment criteria” section in the MYP Mathematics guide, 2011). In this case, the investigations should be appropriate to the level of the extended mathematics

Are there any suggestions that the school might wish to consider?

Yes

Suggestions

The moderation team acknowledges that there has been significant improvement in the tasks and background information since the June 2011 session.

Continue using task-specific clarifications.

The moderation team suggests to use the standard MYP Unit Planners.

The moderation team thanks you for submitting the sample and hopes that the report will be of assistance during the next academic year.